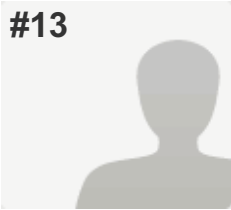


#13

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, June 06, 2016 1:34:58 PM**Last Modified:** Monday, June 06, 2016 3:09:56 PM**Time Spent:** 01:34:57**IP Address:** 207.28.13.66

## PAGE 2

<b>Q1: Name of School District:</b>	MFL MarMac
<b>Q2: Name of Superintendent</b>	Dale Crozier
<b>Q3: Person Completing this Report</b>	Dale Crozier

## PAGE 3

**Q4: 1a. Local TLC Goal**

Local Goal most closely aligned: Teacher Leader Effectiveness shall increase over pre-TLC during the 2015-16 school year.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Fully Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

This was not a stated goal, as MFL MarMac already has an extremely high retention rate. We have few problems attracting good teachers for most areas, and teachers rarely leave the district other than for family reasons or retirement. However, as the year progressed the staff became more aware of the effect that the Instructional Coaches were having on instruction. This was especially true of those teachers who chose to participate in the programs offered. By reviewing our district-wide surveys, it is clear that school pride has increased over where it was, and we must assume that this will cause our ability to attract and retain grow further.

**Q7: 2a. Local TLC Goal**

Local Goal most closely aligned: Student Outcomes shall increase over pre-TLC (via Engagement) during the 2015-16 school year..

**Q8: 2b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Although this was not a stated goal for the area, Collaboration increased noticeably throughout the year. As the year progressed the Instructional Coaches implemented coaching sessions via the Knight Model and the Sweeney Model. Over thirty teachers had some type of interaction with coaching, and over fifteen had some type of an accelerated coaching. The coaches also collaborated with the principals and visibly directed professional development on a level that increased throughout the year.

**Q10: 3a. Local TLC Goal**

Local Goal most closely aligned: Teacher-Leader Effectiveness shall increase over pre-TLC during the 2015-16 school year..

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**Q11: 3b. To what extent has this goal been met?**

(no label)

Somewhat Met

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**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Although this was not a stated goal for the area, the data shows that the positive inputs that the teachers have been getting with the coaching as increased their willingness to achieve to a higher level. We will need actively work to involve the model teachers to a greater degree in 2016-17.

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**Q13: 4a. Local TLC Goal**

Student Outcomes shall increase over pre-TLC during the 2015-16 school year.. Measurements include: Gap analysis; Engagement; Standardized test scores; ACT scores, Surveys and Observations.

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**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

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**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

We reviewed our data and the socioeconomic gaps did decrease slightly in 2016 with the recent test scores. This, however, likely did not directly correlate with the TLC program. The district has been working hard to decrease the socioeconomic barriers prior to the TLC program, and we believe that this would have occurred anyway. Our standardized test scores have been increasing slightly and steadily over the past several years, however 2016 seemed stagnant. The overall results of both test scores and ACT scores would be that it is too early to tell if the TLC program has had an effect.

Engagement did increase significantly, as did collaboration and teacher willingness to attempt new strategies (especially those in technology). For Part 8, the district did extensive surveys of all teachers, we also had the Instructional Coaches evaluate the administration in terms of the TLC leadership, and we held end-of-the-year meetings to discuss methods to increase program effectiveness. The overwhelming conclusion was that our program's first year was very effective, especially in terms of awareness and engagement via the use of the Instructional Coaches. We also found heavily in the surveys (and we basically knew before we did them), that we under-utilized the Mentors and Model Teachers. 2016-17 will have a focus on increasing their overall significance as a stakeholder in the program.

Finally, we held several meetings between the instructional coaches and the administration. In these meetings we often discussed how the program was going. The instructional coaches also met alone regularly and reflected on observations. All of our observations have led to the conclusion that engagement and collaboration has increased, we have underutilized the mentor and model teachers (especially the model teachers), yet we have mostly positive support for the program. This leads to a very optimistic outlook for the future.

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**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

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**Q16: 5a. Local TLC Goal**

Teacher Leader Effectiveness shall increase noticeably during the 2015-16 school year.

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**Q17: 5b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The district held optional surveys to all teachers on the effectiveness of the first year of the TLC program. Approximately 70% of the surveys were returned. The results held criticisms of various aspects of our program; however the overall reading was very positive. Approximately 90% of those who took the surveys had more positive things to say and mark than negative, and of that 90%, approximately 60% of those were very positive. Teacher-Leader Effectiveness has been a key of our program, and we wanted to increase collaboration via use of the instructional coaches. Our data has shown that this is starting to occur.

We have collected data from those coached to show positive teacher-leader effectiveness. We have recorded videos that we placed on our website, and we had a visit from the Governor to review our program in the spring. Each year our staff performs and item-analysis of the data. This year the data has not shown any significant changes (as stated above), however we also agree that it is too early to tell if the TLC program is correlated with this. Our staff has a district professional development team with goals. This year, largely because of the TLC program, we will be moving from traditional PLC groups to Personalized Professional Development. The AEA has assisted us with this process, and it has been facilitated through the instructional coaches. One way we will increase the use of the mentor and model teachers in 2016-17 will be to utilize them in the Personalized PD.

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**Q19: 6a. Local TLC Goal**

Enthusiasm in the TLC program shall steadily increase throughout the first year of the program and more teachers will want to participate in the second year.

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**Q20: 6b. To what extent has this goal been met?**

(no label)

Fully Met

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**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Enthusiasm did increase and were able to get visible consensus or faith in the program. We held a TLC meeting prior to the start of the year which gained momentum, we had a mid-year recognition of people involved in the program, and we held an end-of-year discussion. All of these showed a growing trust and confidence in the TLC strategies.

We infused the coaches with the district Professional Development team. This team is open to anyone, however we regularly had about twenty participants throughout the year. This was higher than usual, and our discussions were noticeably more focused on content and what we could do to improve our programs for our kids.

Governor Branstad visited our school in April to discuss TLC. We gave a presentation about our TLC program, and held a question and answer session. This gave media attention and enthusiasm to the program. Finally, when we put out the applications for 2016-17 we had greater interest, and we have over the 25% needed.

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**Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

We will need to place a greater focus on involvement of our Model Teachers. They were often left out. To some degree we did this deliberately as we wanted to put all of our focus to the Instructional Coaches. For 2016-17 this can't be an option, as we need to involve them to a greater degree. The Mentor teachers also need to be placed in a more central part of the program; however because of their role they actually achieved well overall.

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**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

Engagement noticeably increased.

Our second-year applications increased over the first year.

The Governor came and visited our program and we held good dialogue.

Our teachers participated at an increasing rate as the year progressed

Our summative evaluations showed that the large majority of the staff support the TLC program, and or that, about 60% support it significantly and have noted positive change.

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.